



ENG 570 (01W, 01E): Cultural Rhetorics COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Kelin Loe, Assistant Professor of English (she/her)

Office Location: Talbot 326

Office Hours: TBA

Office Phone: 903-886-5260 (Dept. of Literature & Languages)

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University Email Address: kelin.loe@etamu.edu

Communication Response Time: 1-4 days

COURSE INFORMATION

Course Meeting Information

Students enrolled in different sections must attend in the modality of that section.

Modality	Section	Course #	Meeting Time	Meeting Location
In Person	01E	84632	Wednesdays, 5-7:30pm	Talbot 326
Zoom or Asynch	01W CRW	84631	Students in this section can Zoom in on Wednesdays or watch the recording later.	

Materials

For a full list of course readings, see Course Schedule.

Required & Optional Texts:

- Delgado, Richard, & Stefancic, Jean. (2023). *Critical race theory: An introduction*. **Fourth Edition**. New York University Press.
- Ahmed, Sara. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- brown, adrienne maree. (2017). *Emergent strategy: Shaping culture, changing worlds*. AK Press.
- Additional course readings available as open educational resources and through Waters Library

Required Technology: Students must have consistent and stable internet access and be able to create documents and PDFs through Microsoft Word. Students are expected to use and regularly check their student

COURSE DESCRIPTION

Catalog Description: This course will explore connections among rhetoric, literacy, language, and identity, including the rhetorical nature of embodiment and what identities, populations of people, labor, backgrounds, and abilities are in/excluded from such discussions. Course focus may change to emphasize specific identity markers (such as working class, gender, African American, Latinx, dis/ability, sexuality) but will also encourage students to explore the intersections among other identities.

Fall 2026 Description: The field of Cultural Rhetorics appreciates that communities (no matter where and when) are rhetorical sites in their own right. Instead of framing rhetorical study through Western notions of rhetoric, cultural rhetoricians investigate rhetoric as it is *already situated* in specific cultural communities. In studying communities, researchers: see culture as relationally constructed through interaction, study the accumulation of relations and iterations of a rhetorical practice, and always assess the power relations that influence meaning-making. This class will trace the development of Cultural Rhetorics, from its origins in comparative rhetoric, rhetorical historiographies, Black Feminist thought, and Critical Race Theory, to its foundations in the 90s and early 00s, then the crystallization of its theories and inquiries in the mid 10s, and finally the articulation of its principles and practices in the 20s. As we think about the practice and study of Cultural Rhetorics, we will examine how structures of power shape the cultures rhetorics can create and the rhetorics created by specific, situated cultures.

Student Learning Outcomes (SLOs):

Through readings, discussions, and applied writing exercises and projects, students will:

1. Gain an understanding of what practices, inquiries, methods, and pedagogies are associated with the subfield of Cultural rhetorics
2. Trace the disciplinary development of the subfield of Cultural Rhetorics (in preparation for self-guided exploration of a subfield during Comprehensive Exams or ENG 595/599 bibliographic essays)
3. Distinguish between cultural theory, theoretical/methodological frameworks, methods, analytics, and other forms of knowledge making in Cultural Rhetorics
4. Assess, compare, and contrast studies in Cultural Rhetorics for those elements (listed in SLO 3)
5. Practice the textual summary and synthesis necessary to describe the broad strokes and intricacies of an academic conversation (in preparation for Comprehensive Exams or ENG 595/599 bibliographic essays)
6. Build an inquisitive, open, and supportive writing and learning community

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students should be able to navigate D2L, Zoom, their Leomail email accounts, use Microsoft Word, and be able to create PDFs. (Using their own word processing software is fine so long as the student can export documents as .docx (Microsoft Word) or as PDFs.

Instructional Methods

- seminar (in-course meeting: discussion, small and large group); after-course meeting: discussion boards)
- informal responses as course meeting preparation (D2L assignments and discussions)
- scaffolded writing exercises as skills development and assessment (D2L assignments)
- peer response (in course meeting: one-on-one; after course meeting (correspondence with assigned partner)

GRADING & ASSESSMENT

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Course Project	Description <i>More detailed assignment sheets will be distributed.</i>	Due	Weight	SLO Measurement
Attendance	Students attend the live Zoom meeting and participate via the microphone, camera, or chat. OR, students watch the recorded meeting and prepare 1-3 Attendance Slides sharing their sparks, questions, responses, and/or shoutouts.	Attendance Slides are due the Tuesdays (11:59pm) before the next Wednesday class meeting.	20%	1-6
Informal Work	Small, informal exercises that pop-up throughout the semester.	Tuesdays (11:59pm)	5%	6
PRE-Meeting Work	Our PRE-Meeting work will focus on creating informal and academic summary and synthesis of texts. These will be turned in on slides that will be featured in that week's class meeting.	Tuesday (11:59pm) BEFORE the associated class meeting	35%	1-6, especially 1, 2 & 5
POST-Meeting Work	Our POST-Meeting work will focus on summarizing the course meeting, taking meaningful notes, and building resources from conversations that can be used later in the semester.	Tuesday (11:59pm) AFTER the associated Course Meeting	20%	1-6, especially 1, 2 & 5
Contemporary Cultural Rhetorics Methods Presentation	Students will create a video presentation (10min) of a cultural rhetorics study published between 2023 and today (that we haven't read as a class). Presentations will break down the methodologies, theoretical frameworks, and main ideas of the selected piece and compare that piece to another study we've read in class. Presentations may use the Worknet model.	Tuesday, 11/17, 11:59pm	20%	3, 4
Final Reflection Paper	A reflection paper that connects questions to theory and practice.	Tuesday, 12/9, 11:59pm	10%	3, 4

POLICIES

Scoring

All assignments are worth 1 point. If there are multiple assignments per a category above, those assignments in totality receive the stated weight. If there is only one assignment in the category, it receives the full weight (meaning, in final grade calculations, it is equal to its weight). All coursework will be scored as follows:

90-100%	Full Credit: meet all or nearly all grading requirements.
70-89%	Accept with Revisions: has taken on the spirit of the assignment but may be missing elements. If the student revises as specified by Dr. Loe within a week, they will receive full credit.
50-69%	Revise & Resubmit: substantial parts of the assignment are missing, or the spirit of the assignment has been missed.
0	Missing: most of the assignment is incomplete, or the assignment was not turned in.

Revisions

All work that is turned in on time (or by extension date) is eligible for revision. Revisions suggested by Dr. Loe should be made by the week following the delivery of feedback. Extension requests are welcome for Revisions. If the revision is somehow worse than the original, the original score will be preserved (this has never happened—but I include the statement to protect good-faith accidents in revision!).

Due Dates

Unless otherwise specified, all assignments are **due the night before the class meeting by 11:59pm**. There is a grace period before 8am the day of the course meeting.

Late Work

No late work (without prior requested extension) will be accepted.

Extensions

Anyone can request an extension for any reason. Extensions should be requested 24 hours before the deadline via email. You don't need to share a reason, just ask. If I don't respond right away, know that you have an extension beyond the deadline, and when I respond, I'll share the extended deadline.

Attendance

If a student is not present during the class meeting, the student is responsible for watching the recorded lecture in its entirety. For asynchronous students (or students who miss the synchronous meeting), attendance will be counted by reference to their Attendance Slides in the following week's powerpoint.

COURSE OUTLINE/CALENDAR

Course Work & Meeting Schedule

W	Meeting Date	Project Due
1	-	No Meeting (Semester begins on Thursday)
2	8/26	-
3	9/2	Week 2 Attendance Slides Week 3 PRE-Meeting Activities Introduction Slides
4	9/9	Week 3 Attendance Slides Week 4 PRE-Meeting Activities Week 3 POST-Meeting Activities
5	9/16	Week 4 Attendance Slides Week 5 PRE-Meeting Activities Week 4 POST-Meeting Activities
6	9/23	Week 5 Attendance Slides Week 6 PRE-Meeting Activities Week 5 POST-Meeting Activities
7	9/30	Week 6 Attendance Slides Week 7 PRE-Meeting Activities Week 6 POST-Meeting Activities
8	10/7	Week 7 Attendance Slides Week 8 PRE-Meeting Activities Week 7 POST-Meeting Activities
9	10/14	Week 8 Attendance Slides Week 9 PRE-Meeting Activities Week 8 POST-Meeting Activities
10	10/21	Week 9 Attendance Slides Week 10 PRE-Meeting Activities Week 9 POST-Meeting Activities
11	10/28	Week 10 Attendance Slides Week 11 PRE-Meeting Activities Week 10 POST-Meeting Activities
12	11/4	Week 11 Attendance Slides Week 10 PRE-Meeting Activities Week 11 POST-Meeting Activities
13	11/11	Week 12 Attendance Slides Week 13 PRE-Meeting Activities Week 12 POST-Meeting Activities
14	11/18	Presentation Week 13 Attendance Slides Week 13 POST-Meeting Activities
15	11/25	No Class – Thanksgiving Break
16	12/2	Week 14 Attendance Slides
17	12/9	FINAL DUE

Reading Schedule

Week 3	Theory Touchstone: Black Feminist Thinking
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Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides	Chapter 1. What are Research Methods?	Try This: Research Methods for Writers	2022
Combahee River Collective	The Combahee River Collective Statement	How We Get There: Black Feminism and the Combahee River Collective by Keeanga-Yamahatta Taylor	1977
Lorde, Audre	The Master's Tools Will Never Dismantle The Master's House	This Bridge Called My Back: Writings by Radical Women of Color, 4th Edition (2012)	1979
brown, adrienne maree	Introduction	<i>Emergent Strategy</i>	2017
Week 4	Theory Touchstone: Critical Race Theory		
Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides	Chapter 2. Making Research Ethical	Try This: Research Methods for Writers	2022
Delgado, Richard and Jean Stefancic	Chapter 1. Introduction	Critical Race Theory: An Introduction, 4th Edition	2023
Delgado, Richard and Jean Stefancic	Chapter 2. Hallmark Critical Race Theory Themes	Critical Race Theory: An Introduction, 4th Edition	2023
Delgado, Richard and Jean Stefancic	Chapter 4. Looking Inward	Critical Race Theory: An Introduction, 4th Edition	2023
Week 5	Introductions: Composition Theory		
Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides	Chapter 3. Working with Sources: Worknets and Invention	Try This: Research Methods for Writers	2022
Royster, Jacqueline Jones	When the First Voice You Hear Is Not Your Own	<i>College Composition and Communication</i>	1996
Villanueva, Victor	Rhetoric and Composition	<i>English Studies Reimagined: A New Context for Linguistics, Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education</i>	2022
Kynard, Carmen	Teaching While Black: Witnessing and Countering Disciplinary Whiteness, Racial Violence, and University Race-Management	<i>Literacy in Composition Studies</i>	2015
Hubrig, Ada, Jo Hsu, Christina Cedillo, and Jennifer Wingard	Saying the Quiet Part Out Loud: Using CRT to Name the Intersections of Texas's Legislative Harm	<i>College English</i>	2024
Baker-Bell, April, Bonnie J. Williams-Farrier, Davena	"This Ain't Another Statement! This Is a DEMAND for Black Linguistic Justice!"	<i>Conference on College Composition and Communication</i>	2020

Jackson, Lamar Johnson, Carmen Kynard, & Teaira McMurtry			
Martinez, Aja (& Host Shane Wood)	Episode 82: Aja Y. Martinez	<i>Pedagogue Podcast</i>	2021
Week 6		Introductions: Rhetorical Theory	
Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides	Chapter 4. Working With Words	Try This: Research Methods for Writers	2022
Powell, Malea, Stacey Pigg, Kendall Leon, & Angela Haas	Rhetoric	<i>Encyclopedia of Library and Information Sciences, Third Edition</i>	2010
Mao, LuMing	Thinking beyond Aristotle: The turn to how in comparative rhetoric.	PMLA	2014
Selections: Intro, Dolmage, Enoch, Jackson, Mao, & Powell	Octalog III	<i>Rhetoric Review</i>	2011
Selections: Editors Note, Hitt, Hsu, Sackey, Martinez, & Ríos	Octalog IV	<i>Rhetoric Review</i>	2021
Week 7		Precursors: Studies in the 00s	
Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides	Chapter 5. Working with People	Try This: Research Methods for Writers	2022
Moss, Beverly	Creating a Community: Literacy Events in African-American Churches	<i>A Community Text Arises: A Literate Text and a Literacy Tradition in African-American Churches</i>	2002
Johnson, Wendy Dasler	Cultural rhetorics of women's corsets	<i>Rhetoric Review</i>	2002
Powell, Malea	Rhetorics of Survivance: How American Indians Use Writing	<i>College Composition and Communication</i>	2002
LeCourt, Donna	Performing Working-Class Identity in Composition: Toward a Pedagogy of Textual Practice	<i>College English</i>	2006
Haas, Angela	Wampum as hypertext: An American Indian intellectual tradition of multimedia theory and practice	<i>Studies in American Indian Literatures</i>	2007
Brock, André	"Who do you think you are?": Race, Representation, and Cultural Rhetorics in Online Spaces	<i>POROI</i>	2009

Lindquist, Julie	Chapter 1: Rhetorical Practice and Ethnography of Class Culture	A place to Stand: Politics and Persuasion in a Working Class Bar	2004
Week 8		Crystalizing: CR in 2014-2016	
Powell, Malea, Daisy Levy, Andrea Riley-Mukavetz, Marilee Brooks-Gilles, Maria Novotny, & Jennifer Fisch-Ferguson	Our Story Begins Here: Constellating Cultural Rhetorics	enculturation	2014
Riley Mukavetz, Andrea	Towards a cultural rhetorics methodology: Making research matter with multi-generational women from the Little Traverse Bay Band	Rhetoric, Professional Communication and Globalization	2014
Bratta, Phil and Malea Powell	Introduction to the Special Issue: Entering the Cultural Rhetorics Conversation	enculturation	2016
Week 9		Methodology Touchstone: Narrative & Counterstory	
Delgado, Richard and Jean Stefancic	Chapter 3. Legal Storytelling & Narrative Analysis	Critical Race Theory: An Introduction, 4th Edition	2023
Martinez, Aja	Chapter 1: A Case for Counterstory	Counterstory: The rhetoric and writing of critical race theory	2020
King, Lisa, Rose Gubele, , & Joyce Rain Anderson.	Introduction—Careful with the Stories We Tell: Naming Survivance, Sovereignty, and Story	Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics	2015
Cedillo, Christina , Victor Del Hierro, Candace Epps-Robertson, Lisa King, Jessie Male, Staci Perryman-Clark, Staci, Andrea Riley Mukavetz, Amy Vidali.	Listening to Stories: Practicing Cultural Rhetorics Pedagogy	constellations: a cultural rhetorics publishing space	2018
Week 10		Theory Touchstone: Institutions & "Diversity"	
Ahmed, Sara	Introduction. On Arrival	On Being Included : Racism and Diversity in Institutional Life	2012
Ahmed, Sara	Chapter 1. Institutional Life	On Being Included : Racism and Diversity in Institutional Life	2012
Ahmed, Sara	Chapter 2. The Language of Diversity	On Being Included : Racism and Diversity in Institutional Life	2012
Week 11		Practice Takes Off	

Cobos, Casie, Gabriela Raquel Ríos, Donnie Johnson Sackey, Jennifer Sano-Franchini & Angela M. Haas	Interfacing Cultural Rhetorics: A History and a Call	<i>Rhetoric Review</i>	2018
Dougherty, Timothy	Knowing (Y)Our Story: Practicing Decolonial Rhetorical History	<i>enculturation</i>	2016
Cedillo, Christina	What Does It Mean to Move?: Race, Disability, and Critical Embodiment Pedagogy	<i>Composition Forum</i>	2018
Davis, Seth	Shade: Literacy Narratives at Black Gay Pride	<i>Literacy in Composition Studies</i>	2019
Week 12	Time for Tension		
Hidalgo, Alexandra, Catheryn Jennings, and Ana Milena Ribero	Constellating Stories and Counterstories: Cultural Rhetorics Scholarship Principles	<i>constellations: a cultural rhetorics publishing space</i>	2021
Cushman, Ellen, Damián Baca, and Romeo García	Delinking: Toward Pluriversal Rhetorics	<i>College English</i>	2021
Hidalgo, Alexandra	A Response to Cushman, Baca, and García's College English Introduction	<i>constellations: a cultural rhetorics publishing space</i>	2021
Wieser-Werjackwe, Kimberly G., Christina Cedillo, and Rachel Jackson. (2023).	Cultural Rhetorics Stories and Counterstories: Constellating in Difficult Times	<i>College Composition and Communication</i>	2023 Special Issue vol. 75, no. 1 pp. 5–22
Week 13	And Here We Are		
Allen, Laura	Handling Family Business: Technical Communication Literacies in Black Family Reunions	<i>Technical Communication Quarterly</i>	2022
Carvajal Regidor, María	"I'm a Bad Writer": Latina College Students' Traumatic Literacy Experiences	<i>College English</i>	2023
LaFrance, Michelle	Contradictions of an American Gàidhealteachd: The Curious Love Stories of Scottish Gaelic Learners in the U.S.	<i>Reflections</i>	2025
Hsu, Jo V., & Jennifer Nish	Crip Letters: Storying Slowness and Re/Writing Academic	<i>College Composition and Communication</i>	2023
Byrd, Antonio	Turning Theory into Faithful Community Engagement: A Retrospective on Teaching Counterstory for a White Reconciling Church	<i>College English</i>	2024

Week 14		2023+ Presentations	
Martinez, Aja	What We Thought We Knew: Snapshots ALong the Development of a Cultural Rhetorics Methodology Philosopy	<i>Learing From the Mess: Method/ological Praxis in Rhetoric and Writing Studies'</i>	2024
	Essay from a Cultural Rhetorics Special Issue published 2023 or later.		

TECHNOLOGY NOTES

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

Learn more about the LMS Requirements here: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

Learn more about LMS Browser Support here:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Learn about the Zoom Video Conferencing Tool:

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access And Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication With Your Instructor

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Technology-Related Issues

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#).

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

